**Umbrella Topic**: Changes **Rooms**: 4,5,6,18,19, 20 **Curriculum Level**: 2

Key Understanding – Change Happens

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Week 1**  May 2 - 6 | **Week 2**  May 9 - 13 | **Week3**  May 16 - 20 | **Week4**  May 23 - 27 | **Week 5**  May 30 - Jun 3 | **Week 6**  Jun 7 - 10 | **Week 7**  Jun 13 - 17 | **Week 8**  Jun 20 - 14 | **Week 9**  Jun 27 - Jul 1 | **Week10**  Jul 4 - 8 | **Week11** |
| **Events** | School Assembly | Team Assembly  e-asTTle  Music w/shop Y4 | School Assembly  ATHON go out | Team Assembly | School Assembly  ATHON testing | **QUEEN’S BIRTHDAY**  Team Assembly  Chess pm | School Assembly | Team Assembly | School Assembly | Team Assembly |  |
| **Extra Curricular** | **Treaty of Waitangi** - The curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga. | | | | | | | | | | |
| **School Wise** | **Cool Schools –** Relationships AO 1.2.3 Activity: Using Cool School Booklet Sessions 1 - 7  Relationships with Other People, in which students develop understandings, skills, and attitudes that enhance their interactions and relationships with others;  **Activity: Syndicate expectations** | | | | | | | | | | |
| **Centres of Interest** | **Change Happens – Why can’t things stay the same? - Fizzing and Foaming**  **Key understandings: Change is from one state to another.** | | | | | | | | | | |
| **Social Studies**  **Science**  **Technology** | **Nature of Science: Level Two**  **Understanding about science**   * Appreciate that scientists ask questions about our world that lead to investigations and that open-mindedness is important because there may be more than one explanation.   **Material World: Level Two**  **Properties and changes of matter**   * Observe, describe, and compare physical and chemical properties of common materials and changes that occur when materials are mixed, heated, or cooled.   **Material World: Level Two**  **Chemistry and society**   * **Find out about the uses of common materials and relate these to their observed properties.**   **(See SOLO Taxonomy plan for detailed activities.)** | | | | | | | | | | |
| **ENGLISH**  **Written** | **LISTENING, READING, VIEWING**  **Purposes and audiences -** Show some understanding of how texts are shaped for different purposes and audiences  **Ideas –** Show some understanding of ideas within, across and beyond texts  **Language features -** Show some understanding of how language features are used for effect within and across texts  **Structure –** Show some understanding of text structures  **SPEAKING, WRITING, PRESENTING**  **Purposes and audiences -** Show some understanding of how to shape texts for different purposes and audiences  **Ideas –** Select, form and express ideas on a range of topics  **Language features -** Use language features appropriately, showing some understanding of their effects  **Structure –** Organise texts using a range of structures  **Activities**: **Narrate (myths, legends & fables / traditional tales),** | | | | | | | | | | |
| **Taha Maori** | **Maori songs** *to be learned and sung in Singing assembly. Hine A ha ka ma, E papa Waiari, Mati Mahi Refer to Maori Resource & Kapa Haka Songs*  *https://docs.google.com/presentation/d/1f9idpAV8hX2BUvcKXJeJBTzHuiASH-jjdKeJzY\_4AZQ/edit?ts=571051e9#slide=id.p*  Introductions / Responses  NZ Place Names / Landforms (Unit 2, 3 & 12)  Days of Week / Months (Unit 5)  Instructions [**Room4 Wiki – Te Reo**](http://room4sunnynook.wikispaces.com/Te+Reo)  **Activities: The syndicate will use the Maori teacher Briar as a resource. She will teach a short fortnightly lesson in each class and teachers will reinforce the learning in**  **the interim.**– utilise [**Room4 Wiki – Te Reo**](http://room4sunnynook.wikispaces.com/Te+Reo) | | | | | | | | | | |
| **Listening**  **Oral** | **Ideas - Show some understanding of ideas within, across, and beyond texts.**  · uses their personal experience and world and literacy knowledge to make meaning from texts;  · makes meaning of increasingly complex texts by identifying main ideas;  · makes and supports inferences from texts with some independence.  **Activities: Teacher’s own** | | | | | | | | | | |
| **Reading** | **Assessment:** Year 4 E-Asstle testing. Year 3: Ready to Read. Teacher choice: Probe testing.  **Purposes and audiences -** Show some understanding of how texts are shaped for different purposes and audiences.  **Language features -** Show some understanding of how language features are used for effect within and across texts.  **Structure** - Show some understanding of text structures.  **Activities: Reading Tumble – Prediction, Monitoring, questioning and reproducing., Visualizing and Imaging.** | | | | | | | | | | |
| **Spelling**  **Editing** | Using visual memory to spell personal vocab & high frequency words (Most from essential lists 1 -4 and many from 5-6. {To 7 for year 4}).  Follow up data from SWST 2016  Children encouraged to use ‘invented spelling in all writing to allow for free flow of ideas in written language. Develop a range of strategies to self-monitor and self-correct spellings. Establish a learning method. Encourage the learning and retention of an increasing bank of high frequency words, topic specific words and personal content words.  Use SWST data to create spelling groups and target spelling words – “families”.  Apply their growing knowledge of phoneme-graphemes relationships, and spelling conventions, to select correct spelling patterns.  Students will proofread initially to check punctuation and spelling. Re reading and revising for clarity and accuracy of meaning often in response to feedback.  **Activities: Teacher’s Own** | | | | | | | | | | |
| **Hand**  **Writing** | Writes legibly and with increasing fluency when creating texts. Using all uppercase and lower case letters correctly, legibly and fluently.  Focus on good presentation into exercise book following syndicate templates. (TBA)  Year four students will make choices when appropriate for publishing in a variety of media. Year 4 to work towards pen licence from term 3. | | | | | | | | | | |
| **Maths & Statistics** | **Weeks 1-3 Number & Algebra Weeks 4 – 6 Statistics & Probability Weeks 7 – 9 Number & Algebra**  **Using Number/Algebra warm-ups and target needs from assessments IKAN/GLOSS**  GlOSS / IKAN (if required) testing  **Number strategies:** - Use simple additive strategies with whole numbers and fractions  **Number knowledge** - Know the forward and backward counting sequences of whole numbers to at least 1000. / Know the basic addition & subtraction facts. / Know how many ones, tens & hundreds are in whole numbers to at least 1000. / Know simple fractions for everyday use.  **Equations and expressions -** Communicate and interpret simple additive strategies, using words, diagrams (pictures) and symbols..  **Patterns and relationships -** Generalise that whole numbers can be partitioned in many ways. / Find rules for the next member in a sequential pattern.  **Statistical investigation**  · Conduct investigations, using the statistical enquiry cycle:   * posing and answering questions; * gathering, sorting, and displaying category and whole number data; * communicating findings based on the data.   **Statistical literacy**  · Compare statements with the features of simple data displays from statistical investigations or probability activities undertaken by others.  **e-asTTle Mathematics**  **Activities: Teacher’s own following Numeracy Strategy**  **Wks 1 – 4 Number & Algebra Wks 5 – 7 Statistics & Probability Wks 8 – 9 Number & Algebra** | | | | | | | | | | |
| **Art** | **Famous Artists / Visual Arts**  **AO 1 *Share ideas about how and why their own and others works are made and their purpose, value and context.* AO 3 *Investigate and develop visual ideas in response to a variety of motivations, observation, and imagination***  ***Technical Drawing – using science experiments and detailed drawing explanations***  **Students to develop:** An understanding of Māori, European, Pasifika, Asian, and other cultures through exploration of visual contexts.  **Visual** – share ideas why their & others’ works are made, valued, context  - explore variety of materials, discover elements & selected principles  - investigate & develop visual ideas – motivations, imaginations  - share ideas, feelings & stories communicated by their own & others objects & images  **Drawing** – chalk, pastels, water colour pencils – observational drawing  **Dance** - identify & describe dance in their lives and in their communities  - explore & identify through movement elements of body, space, time, energy & relationships  - use elements of dance in a purposeful way to respond to stimuli  - share dance movement through informal presentation  **Music** - explore & share ideas about music from range of sound environments – function of music in societies  - explore & identify how sound is made – listen & respond to elements of music  - improvise, explore & express musical ideas  - share music with others using basic performance skills  **-** respond to live and recorded music  **·**  Pitch and Tempo  · Use of tuned/untuned instruments  · Respond to a range of music that includes a variety of tempos and contrasting sounds. Create simple tunes in response to experiences.    **1. Share ideas about how and why their own and others’ works are made and their purpose, value, and context.**  **2. Explore a variety of materials and tools and discover elements and selected principles**  **3. Investigate and develop visual ideas in response to a variety of motivations, observation, and imagination**  **4. Share the ideas, feelings, and stories communicated by their own and others’ objects and images.** | | | | | | | | | | |
| **Health** | [**Cool Schools**](http://www.peace.net.nz/index.php?pageID=38) introducing peer mediation – videos & steps (minor)  **Relationships** – identify and demonstrate ways of maintaining and enhancing relationships between individual and within groups  **Identity, sensitivity & respect** – describe how individuals and groups share characteristics and are also unique.  **Interpersonal skills** – express their ideas, needs, wants & feelings appropriately and listen sensitively to other people and affirm them. | | | | | | | | | | |
| **P.E** | **Personal Health AO 2**  Regular physical activity  2. Experience creative, regular, and enjoyable physical activities and describe the benefits to well-being.  **Movement AO 1, 2**  Movement skills  1. Practise movement skills and demonstrate the ability to link them in order to perform movement sequences.  Positive attitudes  **2. Participate in and create a variety of games and activities and discuss the enjoyment that these activities can bring to them and others.**  Movement:  Winter Ball Skills: Netball, Soccer, Basketball, Mini Ball, Turbo Touch, Hockey  KiwiSport - Hockey??  Cross Country???  **Activities: Fitness (Jump Jam or Tabloid), Hockey, Small Ball/Team games** | | | | | | | | | | |
| **Key Competencies** | **Participating and contributing, Managing self, Thinking** | | | | | | | | | | |
| **Values** | Responsibility, respect, perseverance, compassion, fairness, honesty, self discipline | | | | | | | | | | |